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ABSTRACT

This book serves as a resource for teachers who want to implement a whole language curriculum. More than half of the material in this second edition is new. The first half of the book updates and revises the discussion of the reading process presented in the first edition while retaining the "think-it-through-yourself" format. The chapter on miscue analysis is expanded to include a section on reading portfolios and another new section on retrospective miscue analysis. A new chapter, "Teaching Reading and Developing Literacy" clarifies some key philosophical and practical differences between those who advocate traditional reading readiness and beginning reading instruction and those who advocate the promotion of emergent literacy through the kinds of experiences typically viewed as whole language in nature. A central chapter, "Phonics and Whole Language: From Politics to Research," emphasizes that phonics and whole language are not alternative routes to the same goals. The latter part of the book is entirely new and begins with a chapter further characterizing whole language principles and practices. A chapter on growing into whole language teaching of writing, reading, literature, and theme study follows. Other chapters (written entirely or mostly by other experts) discuss: enhancing reading and enjoyment of literature through the oral language arts; working with special needs students; and teaching English-as-a-Second-Language students. (RS)

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